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ABSTRACT

In an effort to develop an integrated understanding of the educational and training needs in the West Kootenay Region of British Columbia (Canada), a study was conducted by Selkirk College (SC) on the training needs of residents of the region. The study results were designed to supplement two previous studies conducted in 1989: an intensive study of the postsecondary educational needs of the East Kootenay Region conducted by East Kootenay Community College (EKCC), and a region-wide study of employer reported occupational skills requirements. Selected target groups for the study included secondary schools, college students, continuing education students, the general public, professional foresters, nursing/medical workers, special needs workers, and underrepresented groups (the disabled or handicapped). Surveys were sent to all groups, except the underrepresented individuals, who gave in-depth interviews. Usable responses were obtained from 3,292 individuals. Recommendations from the study are arranged by target group. Comprehensive recommendations for the region included the following: (1) EKCC and SC should coordinate class offerings when interests and enrollments do not justify course offerings in both Regions; (2) EKCC should conduct a study to explain the low interest in attending their school and identify actions to increase local participation; and (3) EKCC and SC should work with industry and government to foster greater interest in careers in the trades and engineering technologies/professions. Summaries of and recommendations from the previous two studies, and all three survey instruments used are included. (GFW)

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WEST KOOTENAY EDUCATIONAL NEEDS STUDY

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Prepared for the

KOOTENAY DEVELOPMENT REGION

Regional and Economic Development

Hon. Stanley B. Hagen, Minister

Undertaken by **Selkirk College**
John McLafferty, Study Coordinator

Study Committee:
Dr. Richard Hallett
Dr. Bill Sloan
Mr. Gerry Ehman
Mr. Al Walker

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Acknowledgements

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PART I

INTRODUCTION

PREFACE

The rapid technological changes taking place in society and the increasing importance of global issues has created an unprecedented demand for increased access to post-secondary education. There is a recognition by students, employees, employers, educators and government that a well-trained and well-educated workforce, with the interest and willingness to access more education, is essential to a growing, healthy and diversifying province. This appreciation for training and education has led to several needs assessment surveys in the Kootenay Region during the past year.

This study, conducted by Selkirk College and funded by the Ministry of Regional and Economic Development (Kootenay Development Region), attempted to identify the post secondary education and training needs in the western part of the Region.

East Kootenay Community College had previously completed an intensive study of its region's post secondary educational needs. In addition, the Kootenay Development Region's Education and Workforce Task Force undertook a study and released a report on the occupational skill requirements of employers in the Region.

This study, in addition to undertaking a needs assessment in the West Kootenay, examined the three studies and reports to provide a more complete picture for the region as a whole. This comprehensive overview will serve as a useful planning tool for government and the post secondary institutions in the Kootenay Region. As a result of these studies, the educational and training needs of the Region's young people, community members and employers will be better served.

INTRODUCTION

Selkirk College, established nearly 25 years ago, now has campuses in Castlegar, Nelson and Trail. It also has learning centres in Crescent Valley, Grand Forks, Kaslo, Nakusp and Midway. Periodically, Selkirk College carries out surveys within its West Kootenay service region to assess educational needs and requirements.

The current survey was conducted at the request of the Ministry of Regional and Economic Development in order to complete the picture of educational needs in the Kootenay Development Region. The survey was designed to serve two purposes:

1. To establish the needs of those residing in the Selkirk College Region and to assist in the planning to fulfill those needs.

2. To complete the picture of education and training needs in the Kootenay Region by incorporating the results of this study with the East Kootenay Community College Regional Survey and the Occupational and Skill Requirements Survey.

Selkirk college agreed to work with the Ministry to carry out an educational needs assessment survey of selected target groups. These included:

- Secondary Schools,
- College Students,
- Continuing Education Students,
- General Public,
- Professional Foresters,
- Nursing/Medical Workers,
- Special Needs Workers,
- Under-Represented Groups.

This study made extensive use of survey instruments to collect the data. Each survey is reported separately, along with the recommendations derived from the data. The surveys and their frequency distributions have been included in the Appendices.

As noted in the preface, an analysis of the other studies carried out in the Kootenay in the past year was undertaken to provide for a comprehensive needs assessment overview for the Region. The full text of the other studies has not been included in this report; however, the recommendations contained therein have been included for the convenience of the reader. A section in this report deals with this analysis and provides recommendations for the region as a whole.

EXECUTIVE SUMMARY

The West Kootenay Educational Needs Study was initiated to determine the educational and training needs of targeted groups in the West Kootenay Region. The study was carried out by Selkirk College on behalf of the Ministry of Regional and Economic Development, Kootenay Development Region. The results of this study will provide Selkirk College, the community and the government with a basis for decision making regarding training and education programs and services for the Region.

This study also compares the West Kootenay Educational Needs Study with the results of two previous studies. The first, entitled"Regional Survey Study, Course and Programs Needs Assessment," was completed by East Kootenay Community College in May 1989. The second, undertaken by the Kootenay Development Region Education and Workforce Task Force in September 1989, is entitled "Occupational and Skill Requirements in the Kootenay Development Region." An analysis of these three reports provides a comprehensive overview of the training and education needs of the Kootenay Region.

The West Kootenay Educational Needs Study was carried out using similar, but separate, questionnaires sent to members of each of seven target groups. In-depth interviews were used with an eighth group which has been called the Under-Represented Group.

This group was comprised of individuals described as disabled or handicapped. This study represents the views of 3, 292 individuals who completed one of the surveys distributed to collect the data. The following table illustrates the response rate for each target group:

	Sent	Recv	Response *
Secondary School Students	2100	1949	93%
College Students	1600	600	38%
Continuing Education Students	750	300	40%
General Public	24000	160	.7%
Professional Foresters	100	56	56%
Nursing/Medical Workers	450	150	33%
Special Needs Workers	300	60	20%
Under Represented Groups **	17	17	100%

* The section on study methodology explains the wide variation in response rate.
** The section on study methodology explains survey procedures use for this group.

The West Kootenay Educational Needs Study had five broad objectives which it wanted to address through the questionnaires and interviews. These objectives are repeated here for the convenience of the reader, along with some general observations and conclusions reached as a result of the various analyses carried out.

1. **What are the plans and aspirations of senior secondary students, college students and other users of post-secondary training and education in the Kootenay Region?**

A large percentage of the Secondary School respondents (80%) indicated they are definitely, or are thinking about, continuing their education after graduation. Only a very small number (6.5%), indicated that they definitely did not plan to continue in any post secondary program. Of the students planning post-secondary training, a significant number (50%) intend to enroll at Selkirk College, 15% intend to enroll at other community colleges and 35% plan to attend university (see Figure 1). The 80% of students that plan to pursue further education are striving for either a college diploma or a university degree.

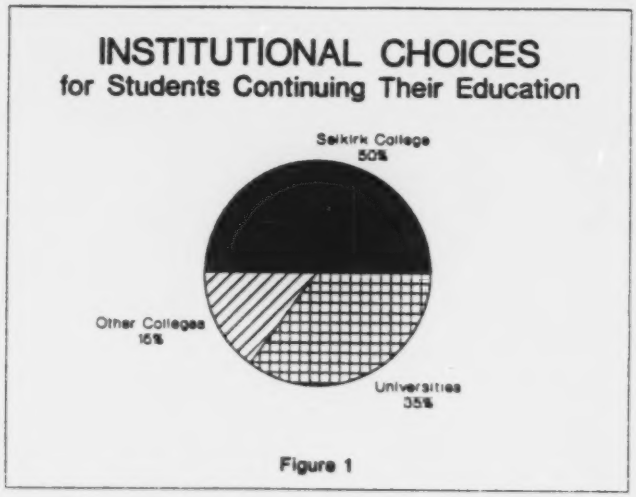

Figure 1

Students in all program areas of Selkirk College's campuses and learning centres, from adult basic education to university transfer, took part in the College Students survey. Over 66% of the respondents indicated that their goal was to get a diploma or to be trained for a certain occupation or job, or to obtain a better job than they presently have. The balance indicates that their goal in attending Selkirk College was to transfer to other institutions or to pursue personal interests. A total of 77% of the respondents had a grade 12 or better education.

Continuing Education students from all campuses and learning centres were surveyed, and almost half of the respondents indicated their goal was to obtain a certificate, to train for a certain job, or to improve their skill level for their present job. The remaining students were taking courses for various reasons including personal and general interest.

Professional Foresters showed an extremely high interest in additional training in very specific areas. The preferred formats for the courses were two or three day workshops, preferably between September and April.

The Nursing/Medical community showed great enthusiasm for additional education, with 87 % of the respondents wishing to pursue a degree or post-basic training in specialty areas. At present, 80% of the respondents are at the diploma education level.

Special Needs Workers also demonstrated a high level of support for further education, with 63% indicating an interest in upgrading to a degree or diploma. At present, 50% of the respondents are at a certificate level in their specialization.

Although the General Public Survey response was very low, results from other surveys and sources indicate that this data can be considered as a representative sample. The respondents indicated they were mostly interested in taking courses to improve job skills or to complete a certificate, diploma or degree program.

2. What are the educational training needs in the Region if the plans and aspirations of those potential users and students are to be achieved?

The largest group of secondary students indicated an interest in taking university and professional programs. There was high interest in hospitality and tourism programs, business/computer-related programs and human services programs. Programs in the trade areas were among the lowest choices for these students.

The Professional Foresters survey indicated interest in a wide variety of short workshop courses. Silviculture and computer-related courses were among their top choices. The majority of the respondents were seeking more advanced courses in all areas.

The Nursing/Medical Workers indicated an interest in nursing degrees, diploma nursing programs and post-basic nursing courses. Since these people are working, programs would have to be offered on a part-time basis as well as at times which take into consideration their work schedules.

Diploma and degree programs also generated the greatest amount of interest for Special Needs Workers. Although the level of interest in pursuing further studies was high, the small number of individuals involved suggests that open-learning methods will have to be considered.

The Under-Represented Group indicated an interest in transitional training programs. This result is not surprising since many would not be able to cope with more advanced programs at this time.

Computer-related courses were the preferred choice among the General Public survey respondents. There was also strong support for entrepreneurial and business courses. Arts-related and personal-development courses were also selected frequently.

There seemed to be general concerns throughout the surveys regarding the cost for education and training. These concerns tended to focus on tuition fees and book costs. Transportation was not a concern for most groups. Travelling conditions, however, were a serious concern for many individuals.

3. **Are students and potential users knowledgeable about programs and courses currently available in the Region?**

The study results indicate that most respondents were knowledgeable about college programs and services. The use of calendars, brochures and pamphlets were the preferred print media for informing potential students. Newspaper advertising and articles were appropriate for members of the general public. Contact with the college through counsellors and on-campus visits were also important to keeping potential students informed about the institution.

4. **Would the students and other potential users undertake to complete a four-year degree program if it were available in the region?**

There was very strong support for locally available degree programs by the groups surveyed except for the Professional Foresters who, for the most part, have a degree. Figure 2 illustrates the level of support among key groups for degree programs.

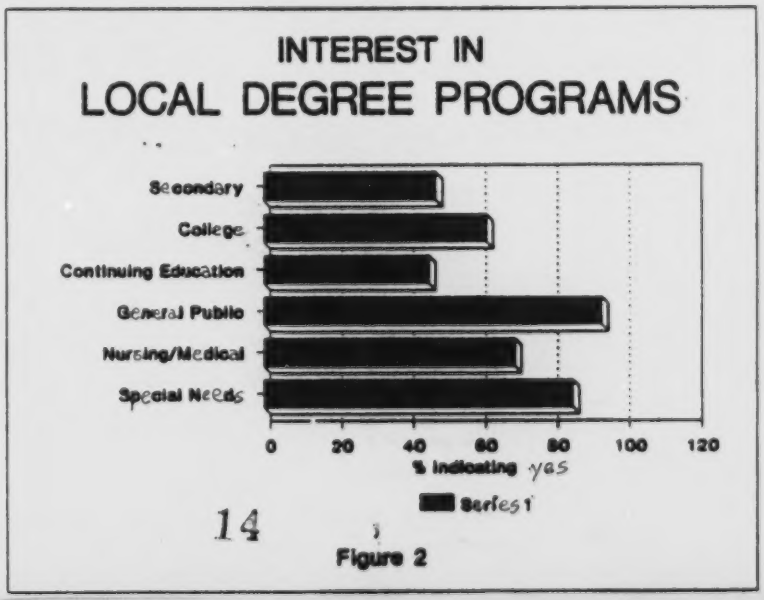

Figure 2

5. **What are the educational and training needs of Under-Represented Groups?**

Sixty percent of those surveyed indicated they were not happy with their present educational level and wanted further training. Of those who wanted further training, 50% required training in life skills and/or transitional training. Of those surveyed, 73% indicated they were aware of educational opportunities available to them and 75% indicated they would like this training in the Slocan Valley. Nelson campus was the second choice. Since this survey was conducted in the Slocan Valley, it can be concluded that proximity to training is a critical factor in meeting the needs of the Under-Represented Groups. Over 50% indicated that transportation and/or financial assistance is a deterrent to further education.

This study raised a number of questions dealing with the broad topic of open-learning/home-study delivery methods. Without exception, the preferred learning model is the traditional classroom-based method. There was support for open-learning methods which provided for some form of instructor interaction. Computer-based learning was not rated as highly except amongst college students. This suggests that some familiarity with these methods will have to develop before they become a generally accepted means of delivering educational services.

As noted at the beginning of this section, this study includes a comprehensive overview of the two studies conducted in the Kootenay Region in 1989. Although the three reports have produced key findings from their individual surveys relating to the terms of reference and objectives of the respective reports, common themes are evident. They include the following:

1. Attending local educational and training programs and services is preferred over having to travel to programs in another location. Interest in learning tends to be job-related. There is a very high interest in university training. Although not specifically addressed in other studies, it can be inferred that degree options available locally would be important to most residents of the Kootenay Region.

2. Many individuals, because of personal circumstances, want training and educational services available at non-traditional times. Open-learning methods, which are supported with personalized contact, are more acceptable than print or electronic methods.

3. There is a general consensus within business and industry that the Region as a whole must develop and maintain an educated workforce as a means to keep the people and industry we have, as well as attracting new opportunities.

4. There is a very high demand for people in the service and hospitality field, especially for cooks and waiters/waitresses. Fortunately for the industry, many individuals are seeking training in this field.

5. There is a growing requirement by employers for skilled tradespeople. Skilled trades, however, are generally among the least-selected career choices for secondary school students. There is a need for industry and training institutions to work together to inform future workers of the potential career opportunities in this area.

6. The need to share information with both levels of senior government, Selkirk and East Kootenay colleges, secondary schools and employers (both large and small) is quite evident and will require close liaison. This liaison will help determine the educational and training requirements, skills shortages and funding needs on an ongoing basis rather than through occasional comprehensive surveys and studies.

7. A continuing effort must be made to inform the general public, employees and secondary school students about new educational opportunities, training programs and skill requirements. Attention needs to be given to the preferred and more-effective methods of providing information to potential students and members of the public.

COMPREHENSIVE OVERVIEW

One of the tasks of this study was to examine the two other studies undertaken in the Kootenays in the past year, to draw conclusions and recommendations common to all the studies, and to extract the implications. Since the three studies were conducted by different groups and followed different methodologies, the reader is cautioned that this section of the report is very much a subjective overview, supported by objective data. It was not the intention of this study to include all of the results of the two other studies; however, the recommendations from their respective reports have been included in the Appendix section of this report.

A comparison of the East and West Kootenay secondary school student responses indicates that travel is not a problem; 70% of West Kootenay students plan to continue their education after high school while 57% of East Kootenay students plan to continue. There seems to be a difference of opinion regarding the matter of costs between the secondary student surveys; West Kootenay students appear to be more concerned about costs.

The course and program interests of students throughout the Kootenay Region have many similarities. University transfer opportunities are common interests as is computer training. The significant focus on education to meet personal growth and development needs, and training to meet job requirements, will require astute planning at the institutional level since these may be in conflict with each other.

Fifty per cent of West Kootenay students plan to enroll at Selkirk College while only 18% of East Kootenay graduates plan to enroll at East Kootenay College. Although the respondents are different (all secondary students in West Kootenay versus just graduates in East Kootenay) there appears to be a significant enough difference in results to warrant further study. The easier accessibility to institutions in Alberta seems to be a factor influencing choices in the East Kootenay. On the other hand, the wider range of program opportunities at Selkirk College may be a contributing factor in attracting a higher percentage of local students.

The West Kootenay General Public survey respondents most frequently selected courses in Computers, Teaching, Business and Creative Writing. The preferred courses in the East Kootenay were Adult Basic Education, Computers, Business and

University Transfer. Both groups preferred part-time courses in the evenings with some demand for weekend courses.

This study did not attempt to assess the needs of employers throughout the Region, since this had been accomplished by the Occupational and Skills Requirements Study. The study completed by East Kootenay College did undertake a survey among its employers and the results showed many similarities. Both surveys demonstrated the need for additional training and education.

In all surveys undertaken in these three studies, job- or work-specific training was among the highest priorities of most respondents. The need to improve employment skills or meet new requirements in their field of work was important to all groups surveyed. An extremely high percentage indicated they would like further training, either a short workshop or a degree course.

The Occupational and Skill Requirements report indicated a large demand for skilled trades, such as auto mechanics, heavy duty mechanics, millwrights and welders. Computer-related skills were also in great demand.

The West Kootenay Secondary School Survey and the East Kootenay High School Student Questionnaire indicated some interest by secondary students in trades-related programs, however this was not rated a high-priority choice. Automotive mechanics and welding also were in some demand, but well below choices for University Transfer and Computer courses. The low degree of interest by secondary students in several of the occupations considered important by employers suggests continuing shortages and that more information regarding opportunities in these fields should become a priority of colleges, industry and government.

The need for increased liaison between government, industry and training institutions was reinforced in the employer surveys. The key recommendation of the Occupational and Skill Requirements Study calling for the establishment of a Kootenay Labour Market Coordinating Committee will help address this need.

Although upper-level degree courses were not specifically examined in the East Kootenay surveys, the significant interest in university-related courses and programs in the West Kootenay indicates that strong interest likely exists in the East Kootenay Region as well. This support for degree programs suggests they become a priority in the delivery of future educational opportunities in the Kootenays. Both areas of the

Kootenays demonstrated a high level of interest in nursing and teaching degree programs. The decision to initiate teacher training programs at East Kootenay and Selkirk Colleges is consistent with the results of these studies.

RECOMMENDATIONS FROM THE COMPREHENSIVE OVERVIEW

- That East Kootenay and Selkirk Colleges review their program profiles and initiate plans to make them more consistent with the identified needs of their constituents.

- That East Kootenay and Selkirk Colleges offer their programs and services to residents at times and schedules which recognize the expressed preferences and needs of different groups.

- That East Kootenay and Selkirk Colleges cooperate to determine which courses and programs will be offered at their respective institutions when interest and enrollments do not justify opportunities in both Regions.

- That East Kootenay Community College undertake a study to determine the factors contributing to the low level of interest in attending East Kootenay Community College and to identify actions to increase local interest and participation.

- That East Kootenay and Selkirk Colleges cooperate with industry and government in the development of an information package to encourage more people to consider pursuing a career in the trades and engineering technologies and professions.

- That East Kootenay and Selkirk Colleges, in cooperation with industry and government, establish a Kootenay Labour Market Coordinating Committee.

- That East Kootenay and Selkirk Colleges work with the provincial universities to expand degree-granting opportunities in the Kootenays.

SUMMARY OF RECOMMENDATIONS

This summary includes the recommendations formulated following analysis of the surveys conducted in the West Kootenay Educational Needs Study.

RECOMMENDATIONS FROM THE SECONDARY STUDENTS SURVEY

- That Selkirk College undertake to identify the specific degree interests of the secondary students in the Region and try to satisfy these program needs locally.

- That Selkirk College, when providing information services to secondary students, emphasize distribution of brochures and pamphlets to the schools, encourage college counsellor visits to the schools and promote college tours for visiting students.

- That Selkirk College, in the development of its long-term plans, review its current program offerings to ensure they meet the expressed needs of secondary students.

- That Selkirk College, in cooperation with industry and the Ministry of Advanced Education, undertake information programs that familiarize secondary students with available career opportunities in the trades and engineering technologies and professions.

- That Selkirk College ensure that its information services programs for secondary students include information about the various financial assistance programs available to students planning to attend post-secondary institutions.

- That Selkirk College investigate secondary students' requirement for daycare services.

- That Selkirk College, in cooperation with the Open Learning Agency, undertake to provide information to students on open-learning methods and the potential which open learning has for lifelong learning.

RECOMMENDATIONS FROM THE SELKIRK COLLEGE STUDENTS SURVEY

- That Selkirk College, when providing information services for students, emphasize the distribution of brochures and pamphlets to the schools, encourage college counsellor visits to the schools and promote college tours for visiting students.

- That Selkirk College undertake to identify the specific degree interest of its university transfer students and try to satisfy these program needs locally.

- That Selkirk College establish a committee, in cooperation with the student executive council, to assess the matter of on-campus daycare services and report its findings to the board during next semester.

- That Selkirk College continue to press for the establishment of on-campus accommodation for its students.

- That Selkirk College continue to provide its high level of services to students in most areas and that steps be taken to address concerns regarding food services and some student service functions.

- That Selkirk College, owing to increased tuition fees, ensure that its students are well informed regarding the financial assistance programs available to students.

- That Selkirk College, in cooperation with the Open Learning Agency, undertake to provide information to students on open-learning methods and the potential which open learning has for lifelong learning.

- That Selkirk College, in cooperation with the Ministry of Advanced Education, and in light of the high acceptability of computer-based learning, initiate pilot projects which use this method to deliver instructions to its students.

RECOMMENDATIONS FROM THE CONTINUING EDUCATION STUDENTS SURVEY

- That Selkirk College continue to use brochures mailed to the home as well as newspaper advertising to inform Continuing Education students about courses and programs.

- That the Continuing Education department carry out regular needs assessments of its students to ensure their needs are being addressed.

RECOMMENDATIONS FROM THE GENERAL PUBLIC SURVEY

- That Selkirk College continue to use the Continuing Education Calendar for periodic needs assessment surveys, and that the survey be publicized in this document.

- That Selkirk College continue to deliver its Continuing Education courses through the use of classroom-based instruction wherever feasible and where the numbers warrant it.

- That Selkirk College continue to monitor the specific course and program interests of its Continuing Education students and provide courses on response to those identified needs.

- That Selkirk College investigate alternative approaches to meeting the needs of individuals requiring small business and entrepreneurial training.

RECOMMENDATIONS FROM THE PROFESSIONAL FORESTERS SURVEY

- That Selkirk College continue to offer workshops and seminars in subject areas of interest to forestry workers.

- That the provincial government continue to support the funding of these programs through the FRDA Agreement between the federal and provincial Governments.

RECOMMENDATIONS FROM THE NURSING/MEDICAL WORKERS SURVEY

- That Selkirk College follow up on the strong interest in a local nursing degree program.

- That this degree program be delivered on a part-time basis using classroom based instruction where feasible.

- That the enrollment in nursing degree programs be closely monitored to determine the most suitable location for the delivery of a course.

RECOMMENDATION FROM THE SPECIAL NEEDS WORKERS SURVEY

- That Selkirk College undertake to follow up on the degree program interests of Special Needs workers. Owing to the limited enrollment, the open learning approach may be the most appropriate, despite the lack of support for this delivery model.

RECOMMENDATIONS FROM THE UNDER-REPRESENTED GROUP SURVEY

- That Selkirk College follow up with the Nelson and District Community Resources Society to develop a program for disabled individuals, at a time that coincides with available public transportation.

- That Selkirk College assess whether similar conditions exist in other areas of the Region and, if so, undertake other local programs.

PART II

WEST KOOTENAY STUDY, ANALYSIS AND RESULTS

SURVEY METHODOLOGY

Terms of reference, target groups, guidelines and a course of action were established by the Study Committee, based on the objectives agreed to by the college and the Ministry. The following target groups were selected:

- Secondary School Students,
- College Students,
- Continuing Education Students,
- General Public,
- Professional Foresters,
- General Public,
- Nursing/Medical Workers,
- Special Needs Workers,
- Under-Represented Groups.

Draft questionnaires were drawn up and submitted to the study Committee for suggestions and revisions. The occupation-specific questionnaires were also reviewed by Selkirk College staff, whose area of expertise was consistent with survey content.

The Secondary School Student Survey (grades 10, 11 and 12) was sent to the Principal of each secondary school in the West Kootenay. The survey form was handed out, completed and collected, generally during home room in the morning. It was then returned by mail. This resulted in a very high response rate.

The Selkirk College and Continuing Education students were surveyed by sending questionnaires to the campus managers, who distributed them to the department heads and instructors. The forms were handed out in class and students completed them on a voluntary basis.

The General Public Survey was distributed as part of the Continuing Education Calendar, which is mailed to every household in the West Kootenay. The survey was printed on the last two pages of the calendar, with the intention that it be filled out, removed from the calendar and mailed back. When folded properly, the survey became a postage-paid, self-addressed envelope.

The Professional Foresters survey results were drawn from a survey conducted by the Association of British Columbia Professional Foresters at a conference in March 1989.

The Nursing/Medical Workers questionnaires were sent to the Directors of Nursing at all hospitals in the West Kootenay. The surveys were distributed with paycheques and returned to the Director of Nursing's mail box.

The same method used for the Nursing/Medical Workers Survey distribution was used for the Special Needs Survey. Contacts in this survey were the Directors of Homecare, Community Living and Special Education at all secondary schools.

Most of the returned questionnaires were sent to Accu-data in Vancouver for computer input. For two of the surveys (Nursing and Special Needs), results were input by Selkirk College staff. The resulting data was analyzed using the Statistical Analysis Software (SAS) program on Selkirk College's VAX computer at the Castlegar campus. The SAS program allowed for cross-tabbing of results which assisted in the verification of trends.

The data used in the report for the Under-Represented Groups was part of a larger survey done by the Nelson District Community Resources Society. Although the sample was small (17), the surveys were completed through personal interviews and the help of a counsellor. The respondents resided in the Slocan Valley and have disabilities involving Down's syndrome, muscular dystrophy, cerebral palsy, etc.

SECONDARY SCHOOL SURVEY RESULTS

The Secondary School Survey was completed by 1,949 students attending the secondary schools of the West Kootenay. The response rate of 95 % was the highest of the surveys undertaken. The questionnaires were sent to the principals of all the secondary schools and completed by the students during home room. The survey involved 12 regional secondary schools with the largest response (22.6 % of the total) from J.Loyd Crowe Secondary with a population of 440 students . The smallest was from Crawford Bay Elementary Secondary School (.9% of the total) with a population of 18 students. The survey results (Appendix A) list all the schools with the student population and their respective percentage of the total surveyed. Boundary Central Secondary did not send in their survey so they are not included.

The population for the survey was relatively well-distributed (Figure 3) with the largest group being the grade 10 respondents. Demographically, the survey showed that 40 % (767) of the students are in grade 10, 31 % (603) are in grade 11 and 29% (548) are in grade 12. Overall, 49% (937) of the students were male and 51% (970) female.

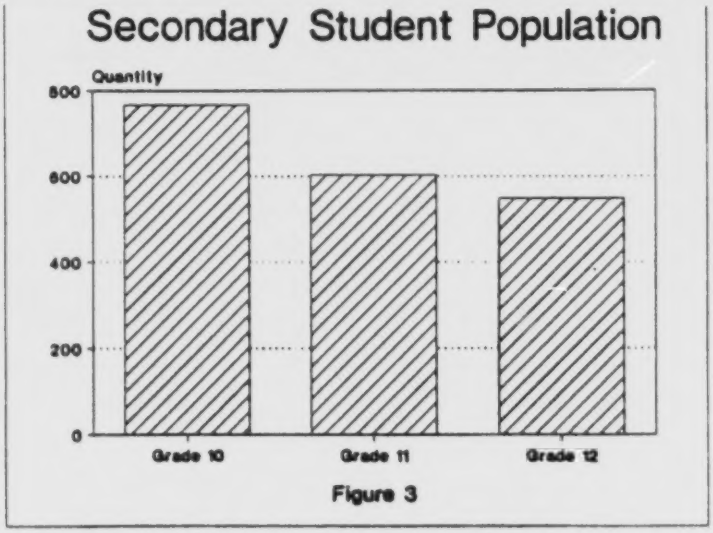

Figure 3

Only a very small number (6.5%) of the respondents indicated that they did not plan to continue their education past secondary school. Although a larger number, 47.4%, had definite plans to continue their education, a significant number (30%) were not sure what they were going to do. Tables 2 and 3 illustrate the students plans for continuing their education.

TABLE 2:

Secondary Students Enrolment Plans by Secondary School

Indicate your present plans regarding enrolment in College or University.

School	Definite	Thinking	Not Sure	Not Enroling	Would stay for 3rd & 4th Univ. Yes	No
Crawford Bay	7	5	8	2	4	5
Grand Forks	103	81	88	23	56	109
J. Lloyd Crowe	221	164	112	27	163	188
J.V. Humphries	23	14	13	2	12	15
Lucerne	9	16	15	2	5	10
L.V. Rogers	195	147	124	29	141	136
Mount Sentinel	43	49	33	5	47	25
Nakusp	36	25	22	2	14	36
Rossland	56	41	38	8	39	47
Salmo	35	41	29	2	34	23
Stanley Humphrey	193	140	97	22	167	131
Totals	921	723	579	124	682	725

More than half of the students indicated they intend continuing their education at Selkirk College, while 35% plan to attend university and only 15% plan to attend a college other than Selkirk. When asked whether they would stay in the area if third and fourth year university programs were available locally, a significant number (48.5%) indicated they would.

TABLE 3:

Enrolment Plans by Institution & Secondary School

Where are you planning to enrol?

School	Selkirk Castlegar	Selkirk Trail	Selkirk Nelson	Other Extension	College	Univ.
Crawford Bay	0	0	0	0	3	10
Grand Forks	19	1	16	9	70	97
J. Lloyd Crowe	142	66	35	12	61	132
J.V. Humphries	12	0	7	0	4	17
Lucerne	7	0	3	0	8	10
L.V. Rogers	101	3	84	8	49	157
Mount Sentinel	53	0	17	6	9	38
Nakusp	4	0	4	4	20	29
Rossland	26	6	4	1	19	49
Salmo	37	3	17	6	12	20
Stanley Humphrey	234	4	24	17	41	128
Totals	635	83	211	63	296	687

When the students were asked if they had any contact with Selkirk College, 40 % said they had not. An analysis of this result by grade, indicated grade 10 students had very little contact while grade 12 students had a very high percentage of contact.

When the students were asked about the type of contact, the most common responses indicated informal contacts. They had visited a college building, had a friend going to college or one of their family had taken a course at the college. The analysis of student responses to the question of how to best inform students about the college's programs and services indicated that visits by Selkirk College counsellors to the secondary schools and visits by the students to Selkirk College were the most effective methods. Providing brochures and pamphlets to their school, or mailing them to the homes, was also a popular concept.

The students were asked to identify their area of interest for further studies. Table 4 indicates that 28% of the secondary school students plan to enroll in University and Professional programs, 23% in Technologies and Trades, 17% in Business or Business Management courses, 12% in Personal and Health Services, 10% in Service and Hospitality, and 8.5% in Personal Development programs.

TABLE 4:
Enrolment Plans by Field & Secondary School

	Serv. & Hospitality	Technology & Trade	Personal & Health	Univ.& Profess	Bus. Mgmt.	Pers. Div.
Crawford Bay	3	3	2	8	2	8
Grand Forks	24	68	31	67	48	31
J. Lloyd Crowe	43	119	78	137	87	31
J.V. Humphries	12	17	5	14	11	5
Lucerne	5	12	6	6	4	5
L.V. Rogers	52	80	41	135	112	46
Mount Sentinel	19	28	18	38	19	7
Naku p	12	13	12	22	11	9
Rossland	13	36	17	56	26	14
Salmo	8	28	16	30	8	10
Stanley Humphrey	46	115	58	139	71	34

When the students were asked to be more specific within each general occupational group, some of the results were unexpected. The highest response in the Service and Hospitality field was Bartending. In the Technology and Trades area, the top choice was Aircraft Pilot followed by Computer Technology, Hairdressing and Auto Mechanic. Social Service Worker and Child Care Worker were the significant choices for Personal and Health Services programs. In the University and Professional category, Physical Education was the top selection followed by Law, Teaching and Business Administration. A significant number of key occupations were chosen by the secondary school respondents. Included among these are careers in the trades, health professions and engineering fields. The full results are in Appendix A.

In order to determine which factors might inhibit access to further education, the respondents were asked to identify the barriers which would prevent them from taking the courses they wanted. Sixteen different problems were noted and the students rated them as significant, minor or not a deterrent. The significant deterrents were the cost of the course, the lack of knowledge of courses available and the lack of available courses at Selkirk College. The cost or lack of transportation, and distance to class were judged as less significant concerns. Secondary school students did not see lack of family support and family responsibilities as significant deterrents to their educational plans. On the matter of daycare, close to 800 students saw the lack of daycare as a significant problem, whereas over 900 did not.

Because of the increasing interest in open-learning/home-study, the subjects were asked several questions regarding the acceptability of open learning/home study delivery methods. The most acceptable method for instructional delivery of courses was normal classrooms at the closest college facility. The least popular methods of delivery were weekend courses and correspondence with telephone help. This response needs to be considered in the context that secondary students have limited experience with correspondence courses and other open learning approaches.

To help ascertain which methods could be used to deliver home-study courses, the subjects were asked to identify the support resources available in the home for open learning. Results showed there were more television sets and video cassette recorders than telephones, and that 80% of the students had cable television. Approximately half of the students had access to a home computer; however, less than 10% of these were equipped with a modem. These results confirm that most homes contain the necessary equipment for home-based learning.

RECOMMENDATIONS

- That Selkirk College undertake to identify the specific degree interests of the secondary students in the Region and try to satisfy these program needs locally.

- That Selkirk College, in its information services for secondary students, emphasize the forwarding of brochures and pamphlets to the schools, encourage college counsellor visits to the schools and promote college tours for visiting students.

- That Selkirk College, in the development of its long-term plans, review its current program offerings to ensure they meet the expressed needs of secondary students.

- That Selkirk College, in cooperation with industry and the Ministry of Advanced Education, undertake information programs that familiarize secondary students with available career opportunities in the trades and engineering technologies and professions.

- That Selkirk College ensure that its information services for secondary students include information about the various financial assistance programs available to students planning to attend post-secondary institutions.

- That Selkirk College investigate secondary students' requirement for daycare services.

- That Selkirk College, in cooperation with the Open Learning Agency, undertake to provide information to students on open-learning methods and the potential which open learning has for lifelong learning.

COLLEGE STUDENT SURVEY RESULTS

A total of 1,600 questionnaires were handed out to Selkirk College students; 640 were returned for a response rate of 40%. Students from all campuses and learning centres were represented in the returned questionnaires. Of the respondents, 46% were 19 to 21 years of age, 26% were 22 to 30 years, and 25% were 31 to 45 years; 53% were female; 70% were full time students carrying four or more courses. Of those responding to the questionnaire, 27% were university transfer students, 23% career (Business, Nursing, etc.), 22% adult basic education and 16% vocational; 34% indicated they were self-funded, 23% required student loans and 20% were funded by their parents. Only 4% indicated they were being supported by Canada Employment (Figure 4). Of the total student body of Selkirk College, 61% is from the West Kootenay, 24% is from outside the province or outside the country, and 15% is from elsewhere in B.C.

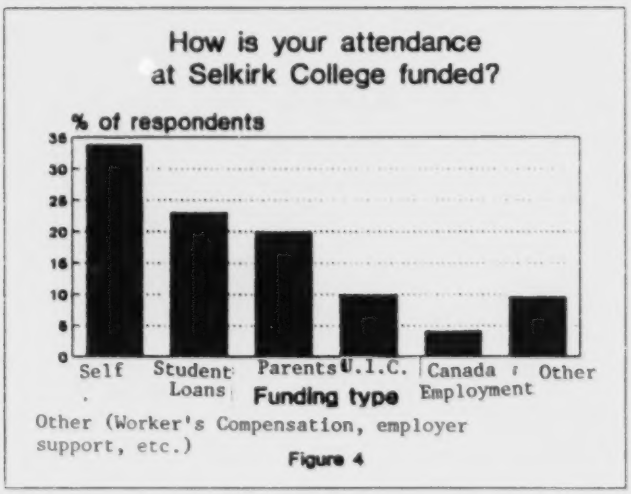

Figure 4

The current student population of Selkirk College reaffirmed the conclusion of the secondary school students regarding the best means of providing information about the college. Visits to the college, contact with counsellors and access to brochures and pamphlets were the information service activities which influenced college respondents to attend Selkirk College.

Other factors included the availability of courses and the fact that many could not afford to leave the area. Of the total enrolled, 84% chose Selkirk College because it offered the courses they wanted. The main concern of 55.6% of the students was the cost of education outside of the local area. Many of the students liked the idea of being able to live at home while going to college; 35.6% indicated their enrollment at Selkirk College was strongly influenced by the fact they could not afford to leave the area. In conjunction with this, 62% said they would stay in the area if they could obtain third- and fourth-year university courses.

The least significant influences for attending Selkirk College were extra-curricular activities, parental influence, friends in attendance, availability of student loans and the advice of school counsellors. Of the total of college students, 33% indicated they would use on-campus child-care facilities if they were available. Student residences were identified as an important service by 39% of the subjects.

The students surveyed were asked to identify the importance of different educational goals in attending post-secondary institutions (Figure 5). Training for an occupation and acquiring a diploma or certificate were considered very important goals by 75% of the respondents. Nearly 66% were attending college to qualify for a better job. While job-related goals were seen as very important, 66% of the subjects indicated that further education for personal interests was also very important.

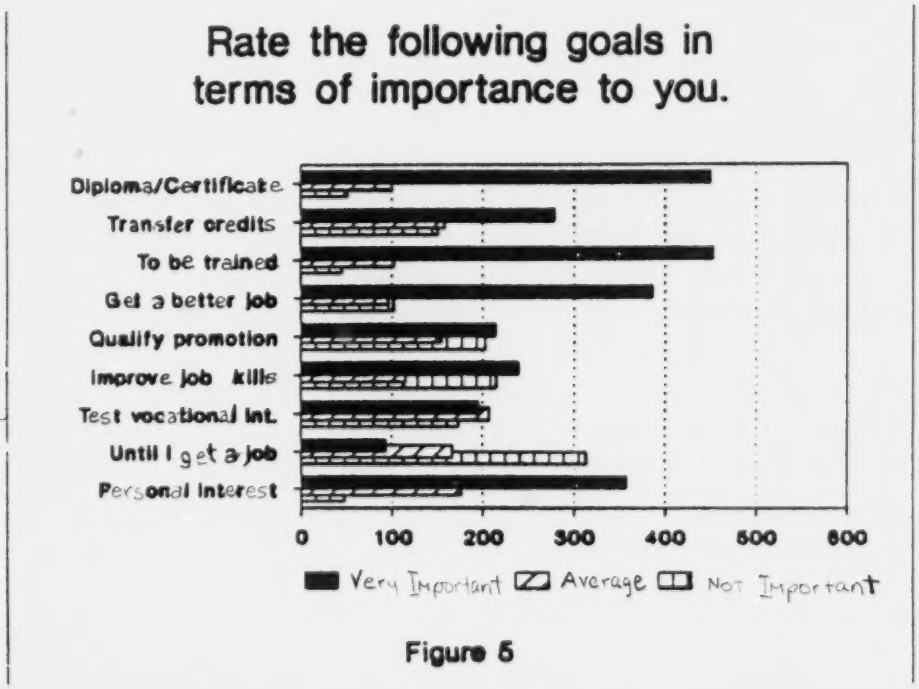

Figure 5

The College Student Survey asked several questions to determine the general satisfaction level with the college's programs and services. Of the respondents, 95% indicated that the college was treating them well as a student or as an individual. The college was seen as meeting the needs of students very well, with less than 10% of the students indicating low satisfaction on most factors questioned. Most student services were equally highly rated but several areas require attention by the institution. The quality and cost of food services were low-rated by 30% and 51% of the students respectively. The increasing cost of textbooks was a concern of 51% of the subjects. Other aspects of the bookstore, however, were seen as satisfactory.

In a related question, students were asked to indicate their general agreement on a variety of statements about Selkirk College. In descending order, over 66% of the respondents agreed that the admission requirements were reasonable, that the college made it possible to live in one's community, that the student mix was positive, the class sizes reasonable and the quality of teaching high. The areas of greatest disagreement with the statements included low tuition fees, quality of counselling services and up-to-date equipment and facilities.

The college students were asked for their opinion on the matter of open-learning/ home-study instructional delivery methods. The results for this question were similar to the ones produced in the Secondary School survey. Classroom instruction was the preferred choice of college students. A larger percentage of college students than secondary students indicated that computer-based learning was an acceptable mode of instruction. More college students than secondary students were less supportive of correspondence-type learning and 54% of college students said they would take evening classes.

In a question about daycare services, 33% indicated they would use such a service and 77% said that community daycare was not adequately serving their needs. When asked about the need for student residences, 42% of the respondents indicated they would use on-campus student accommodations.

RECOMMENDATIONS

- That Selkirk College, when providing information services for students, emphasize the distribution of brochures and pamphlets to the schools, encourage college counsellor visits to the schools and promote college tours for visiting students.

- That Selkirk College undertake to identify the specific degree interest of its university transfer students and try to satisfy these program needs locally.

- That Selkirk College establish a committee, in cooperation with the student executive council, to assess the matter of on-campus daycare services and report its findings to the board during next semester.

- That Selkirk College continue to press for the establishment of on-campus accommodation for its students.

- That Selkirk College continue to provide its high level of services to students in most areas and that steps be taken to address concerns regarding food services and some student service functions.

- That Selkirk College, owing to increased tuition fees, ensure that its students are well informed regarding the financial assistance programs available to students.

- That Selkirk College, in cooperation with the Open Learning Agency, undertake to provide information to students on open-learning methods and the potential which open learning has for lifelong learning.

- That Selkirk College, in cooperation with the Ministry of Advanced Education, and in light of the high acceptability of computer-based learning, initiate pilot projects which use this method to deliver instruction to its students.

CONTINUING EDUCATION STUDENT SURVEY RESULTS

A total of 750 questionnaires were distributed to Continuing Education students, of which 305 were completed for a return rate of 41%. All of the college's campuses and learning centres were represented in the surveys returned. The age distribution (Figure 6) of the respondents showed that 10% were 21 years or younger, 21% were between the ages of 22 and 30 years, 50% were between 31 and 45 years, and 19% were over 46 years of age. Of the total, 61% were female.

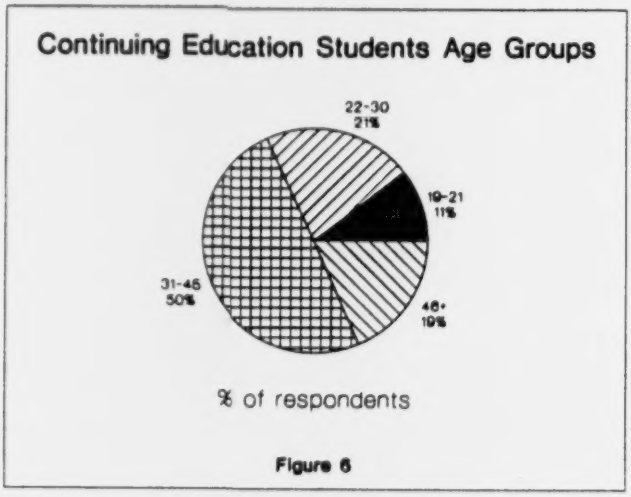

Figure 6

The educational background of the students shows that 44% came from the West Kootenay secondary school system while 38% had attended a secondary school outside of B.C. or outside of the country. When asked to indicate their present education level, 35% responded that they had received some post-secondary training to the diploma level, 28% had completed grade 12, and 23% had taken university programs up to and including a degree.

Most of the subjects (76%) were taking courses with a duration of eight weeks or less. Nearly 50% were taking courses described as general interest; another 15% were taking adult basic education classes, and the remainder were in job-related programs. A significant proportion (46%) indicated they would take third- and fourth-year university courses if they were available in the local area.

Of the total, 78% were self-funded and 15% were employer-funded while 59% indicated tuition was not a problem. When asked about preferred times for courses, 85% indicated part-time evening courses. In addition to the use of brochures and pamphlets sent to the home, advertising and articles in newspaper were the most effective means of reaching these students.

Not surprisingly, the support for daycare facilities and residences was much lower than for secondary and college day-students. When asked if they would use on-campus daycare if it were available, only 27% indicated that they would. Only 18% showed an interest in on-campus student accommodations.

In general, respondents indicated a high degree of satisfaction with the courses offered, with how they were being treated, and with the quality of teaching and evaluation. Although some of the services were not being used by continuing education students, those that were used were rated average to above average by most respondents. One area of ambivalence expressed by the subjects dealt with the statement that Selkirk College is concerned about the needs of students. The results indicated that 45% had no opinion on this item. One can conclude that the corollary to this answer, that Selkirk College is concerned about the needs of the Continuing Education student does not apply. Fortunately, only a small percentage (6.6%) disagreed with the statement. The following graph (Figure 7) illustrates which goals the Continuing Education respondents were trying to meet by taking courses through the college.

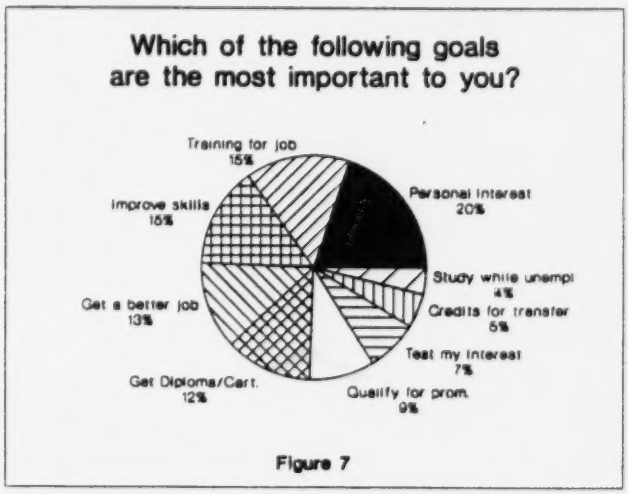
Which of the following goals are the most important to you?
Training for job 15%
Personal interest 20%
Improve skills 15%
Study while unempl 4%
Credits for transfer 5%
Get a better job 13%
Test my interest 7%
Get Diploma/Cert. 12%
Qualify for prom. 9%

Figure 7

As in other surveys, classroom-based instruction was the preferred method of delivery. However, fewer respondents indicated they would find other methods less acceptable than was the case for secondary and college students. Correspondence and live television were viewed as the least desirable methods for delivering educational services.

RECOMMENDATIONS

- That Selkirk College continue to use brochures mailed to the home as well as newspaper advertising to inform Continuing Education students about courses and programs.

- That the Continuing Education Department carry out regular needs assessments of its students to ensure their needs are being addressed.

GENERAL PUBLIC SURVEY RESULTS

The number of respondents to the survey directed at the general public was much less than anticipated. A contributing factor may have been the fact that the questionnaire was on the back of the Continuing Education Calendar. A higher response rate could have been achieved by providing notices throughout the brochure indicating the survey was part of the calendar.

Although the number of returned surveys was lower than expected, the sample size was sufficient to include the data in this report. This was the only survey which attempted to look at the general population rather than a specific target group.

The highest percentage of respondents was in the 22-to-40-years age group with a university education. Only a small number were under 22 years of age or over 61 years with less than a secondary education.

All areas of the college region were represented, although the Trail area had a lower response rate. This may be due to the fact that the Trail questionnaires were not distributed in the same manner as those in other areas.

Over 40% of the respondents indicated they wanted a higher level of university course and more than 50% of this group was interested in graduate-level studies. Just under 40% noted they would be interested in courses to improve their current job skills.

As was the case in the other surveys, 66% of the subjects noted their preference for classroom-based instruction over alternatives. Correspondence courses, live television and computer-based learning ranked among the least desirable delivery methods. For this group, part-time and evening classes were preferred by most subjects.

The interest in academic upgrading and high school completion courses ranked well below other program choices. The greatest amount of interest was in courses such as small business management and entrepreneurial training, writing, languages, computing, printing and graphic arts, drafting and computer-assisted drafting, horticulture, wildland recreation, human services and the library technician course. The degree programs selected by significant numbers included teaching, business, human services, creative writing and foreign languages.

RECOMMENDATIONS

- That Selkirk College continue to use the Continuing Education Calendar for periodic needs assessment surveys, and that the survey be publicized in this document.

- That Selkirk College continue to deliver its Continuing Education courses through the use of classroom-based instruction wherever feasible and where the numbers warrant it.

- That Selkirk College continue to monitor the specific course and program interests of its Continuing Education students and provide courses in response to those identified needs.

- That Selkirk College investigate alternative approaches to meeting the needs of individuals requiring small-business and entrepreneurial training.

FORESTRY SURVEY RESULTS

As noted earlier in this report, one of the target groups to be examined was workers in the forest industry. The Association of British Columbia Professional Foresters had recently completed a survey of forestry training needs in the region and it was decided to use the data for this study.

Of the individuals surveyed, approximately 50% worked for the Forest Service while the other half were employed by industry. A small percentage were self-employed as consultants. The majority of respondents were between the ages of 26 and 40 years while close to 66% of the subjects had six to 20 years of experience in the field (Figure 8).

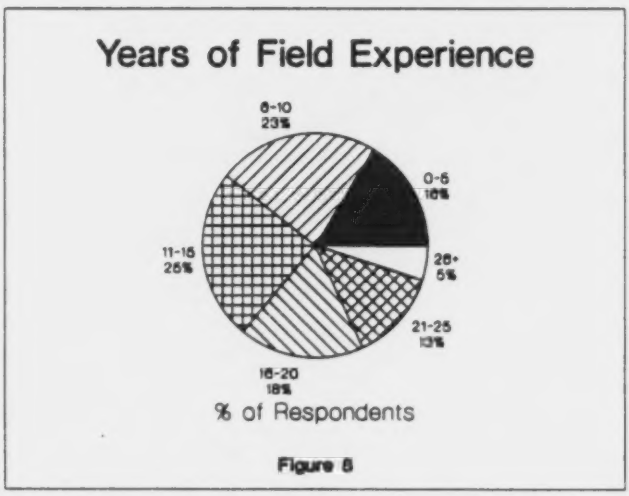

Figure 8

Of those surveyed, 50% preferred two- or three-day courses using a workshop format, preferably between the months of November to March. Although close to 85% of the respondents had access to the Knowledge Network broadcast, only 11% indicated a preference for educational television as a delivery method. However, the use of video-taped seminars as a component of training was deemed acceptable by 77%. The majority noted that a reasonable cost for courses should be less than $100 per course.

Resource Integration, Siliviculture and Watershed Management were the courses in highest demand. Several other courses were also considered important and included topics related to forestry management and computer technology. For most choices, the majority requested intermediate to advanced level courses. Public Speaking and Business Management were the least requested courses. The foresters surveyed showed a strong interest in continuing education, particularly in the silviculture field.

RECOMMENDATIONS

- That Selkirk College continue to offer workshops and seminars in subject areas of interest to forestry workers.

- That the provincial government continue to support the funding of these programs through the FRDA Agreement between the federal and provincial governments.

NURSING/MEDICAL WORKERS SURVEY

A total of 450 surveys were distributed to all the hospitals in the West Kootenay of which 164 were returned for a response rate of 36%. Of the seven groups surveyed, the Nursing/Medical Workers survey was completed with the most accuracy.

The demographic information shows that 60% of the respondents are less than 40 years old with 79% at the diploma level and 6% at the degree level of education.

When asked to identify the nearest Selkirk College campus, 30% indicated Nelson, 27% indicated Castlegar and 27% indicated Trail. This relatively even distribution suggests that training be centrally located.

Of the respondents, 59% indicated they wished to continue taking courses in Health Services. However, 31% chose university and professional programs as their future educational need while 48% wanted to improve their present job skills and 39% wanted to complete a degree. Over 75% of the workers stated they would rather stay in the area to take a post-basic degree in Nursing if it were available. However, 82% preferred taking courses on a part-time basis rather than full-time.

The Nursing/Medical Workers indicated there were many factors which would create problems for them in continuing their education. Cost of courses, travelling conditions to classes, family responsibilities, class schedules and local availability of courses were listed as areas of concern. Daycare, availability of transportation, course information and home support did not present problems.

Of the total, 86% indicated that classroom-based instruction was acceptable. The least acceptable delivery method was computer-based instruction with 52% opposed to this approach. Correspondence with communications only in writing received a negative response from 47%, and television courses received a 46% negative response. When asked about the time when the courses should be held, 71% chose night school, 66% day school and 53% chose weekends.

RECOMMENDATIONS

- That Selkirk College follow up on the strong interest in a local Nursing degree program.

- That this degree program be delivered on a part-time basis using classroom-based instruction where feasible.

- That the enrollment in Nursing degree programs be closely monitored to determine the most suitable location for the delivery of course.

SPECIAL NEEDS WORKER SURVEY RESULTS

A total of 300 questionnaires were sent to 15 home support, community living and related organizations in the West Kootenay Region. Only 60 surveys were returned for a response rate of 20%. Of the total, 42% were from the Grand Forks area, 26% were from the Trail area, 19% from the Nelson area and 11% from the Castlegar area. This represents a disproportionate representation from one area (Grand Forks) and may tend to skew the results.

The questionnaire for the Special Needs Worker was very similar to the Nursing/ Medical Worker Survey and the results were similar as well. Of the total, 62% were less than 40 years of age, 41% had completed a certificate-level program, 43% had finished a diploma program, and the remainder had received a degree.

When questioned about their future educational needs, 57% chose human services programs. University/professional and personal development educational opportunities were selected by 27% and 23% of the subjects respectively; 31% of the Special Needs Workers ultimately wish to obtain a degree; 29% indicated they would like to take training to improve their job skills. A high percentage (90%) stated they would stay in the area for third- and fourth-year university courses if they were available. Approximately 50% of the subjects were prepared to attend as full-time students. The program interests included a degree in special education and college-level programs in special needs, human services and early childhood education.

Of the total, 50% indicated that cost of courses, travel conditions and availability of courses could inhibit their ability to continue their education. Factors of little consequence included a poor home-study environment, lack of daycare and home/family support.

The responses regarding the preferred delivery methods for open-learning/home-study courses were about the same as with the Nursing/Medical Worker questionnaire. The normal classroom was preferred by 85% of the respondents. Computer-based learning, television and correspondence courses were among the least desirable methods of learning. Night school was chosen by 81%, with weekend and day courses having an acceptance rate of 65%.

RECOMMENDATION

- That Selkirk College undertake to follow up on the degree program interests of Special Needs Workers. Owing to the limited enrollment, the open-learning approach may be the most appropriate despite the lack of support for this delivery model.

UNDER-REPRESENTED GROUPS SURVEY RESULTS

The college attempted to identify possible target groups which tend to be classified as under-represented. These groups usually include women, natives, disabled and other minorities. These attempts did not prove fruitful and this portion of the study was going to be eliminated until the college became aware of a study conducted by the Nelson and District Community Resources Society. Their study and report was completed in the spring of 1990 and involved handicapped persons living in the Slocan Valley. The data presented here is part of the overall study undertaken by the society and covers those items germane to this report.

The population size for this survey is extremely small, however the use of individualized interviews to determine needs should compensate for this shortcoming. Of the total, 60% indicated they were not happy with their present level of education and 50% of the respondents indicated they would like further training. Of that group, the majority wanted Life Skills and Transitional Training. Of the respondents, 75% were aware of the educational opportunities available to them.

Transportation, cost and the individual's disability were the reasons cited most often as preventing them from seeking training. Of the total, 80% appeared to be flexible about training times (morning/afternoon/alternate days) however, they were clearly dependent on transportation.

RECOMMENDATIONS

- That Selkirk College follow up with the Nelson and District Community Resources Society to develop a program for disabled individuals, at the time that coincides with available public transportation.

- That Selkirk College assess whether similar conditions exist in other areas of the Region and, if so, undertake other local programs.

PART III

APPENDICES

SELKIRK COLLEGE
SECONDARY SCHOOL SURVEY

1. Please indicate your grade.

Qty	%		
767	40	[ ]	10
603	31	[ ]	11
548	29	[ ]	12

2. What is your sex?

937	49.1	[ ]	Male
970	50.9	[ ]	Female

3. What school are you attending?

440	22.6	[ ]	J. Lloyd Crowe Secondary
421	21.6	[ ]	Stanley Humphries Secondary
232	11.9	[ ]	Grand Forks Secondary
121	6.2	[ ]	Rossland Secondary
107	5.5	[ ]	Mount Sentinel Secondary
79	4.1	[ ]	Salmo Secondary
75	3.8	[ ]	Nakusp Secondary
48	2.5	[ ]	J.V. Humphries Elementary/Secondary
31	1.6	[ ]	Lucerne Secondary
18	0.9	[ ]	Crawford Bay Elementary/Secondary

4. Have you read about, received information about, or had any contact with Selkirk College.

1165	60	[ ]	Yes
777	40	[ ]	No

5. If yes, what kind of contact have you had?

614	[ ]	I have visited a Selkirk College building.
507	[ ]	One of my friends goes to Selkirk College.
438	[ ]	One of my family has taken a college course.
414	[ ]	I have looked at a Selkirk College calendar.
383	[ ]	I attended a high school class where someone from the College spoke.
350	[ ]	I have spoken to a high school counsellor.
188	[ ]	I have used a Selkirk College library.
144	[ ]	I have spoken to a Selkirk College counsellor.
141	[ ]	I have talked to an instructor.
133	[ ]	I have talked to a college employee.
35	[ ]	I have used the film library.
198	[ ]	Other

6. What do you feel are the three best ways for Selkirk College to tell you about its programs and services.

1	2	3		
144	54	63	[ ]	Newspaper advertising
118	40	50	[ ]	Radio advertising
288	57	81	[ ]	Television advertising
120	32	72	[ ]	Articles in the newspaper
46	23	21	[ ]	Programs on the radio
131	59	57	[ ]	Programs on television.
463	227	176	[ ]	Brochures and pamphlets in your school
383	150	181	[ ]	Brochures and pamphlets sent to your home
593	235	179	[ ]	Visits to the college
661	265	172	[ ]	College counsellors visiting your school

7 a. Please indicate your present plans regarding enrollment in a college or university.

924 [ ] I have definite plans to enroll.
724 [ ] I am thinking about enrolling.

College

636 [ ] Castlegar
83 [ ] Trail
212 [ ] Nelson
63 [ ] Extension Centres
297 [ ] Other college
688 [ ] University
125 [ ] I am definitely not going to enroll.
580 [ ] I do not know what I am going to do.

b. Would you stay in the area if third- and fourth year university was available locally?

48.5% [ ] **yes** 51.5% [ ] **no**

8 a. What are your future educational needs? Pick one or more of the following general topics, or write in your requirements at the bottom.

653 [ ] University/professional programs
520 [ ] Technology/trades training
399 [ ] Business office operations/management
284 [ ] Personnel and health services
237 [ ] Service/hospitality
196 [ ] Personal development
359 [ ] Other _____

8 b. Would you want?

209	[ ]	Improvements in present job skills
163	[ ]	One-year certificate
474	[ ]	Two-year college diploma
965	[ ]	four- and five-year university degree

9. **Service and Hospitality**: If you are interested in taking service and hospitality programs, which would you be most interested?

296	Bartending
258	Management Tourism
217	Travel Consultant
179	Management Motel
94	Cook Training
74	Baking
61	Waiter/Waitress
57	Nutritional Science
45	Meat Cutting
53	Other

10. **Technology and Trades**: If you are interested in taking technology and trades training, which of the following would you be most interested in?

209	Aircraft Pilot
186	Computer - Technology
172	Hairdressing
165	Auto Mechanic
143	Forestry Technology
126	Drafting/CAD
126	Wildland Recreation
120	Electronics
91	Professional music
89	Welding
83	Carpenter
82	Aircraft Mechanic

80 Studio Recording
77 Painting/Decorating
73 Autobody
67 Aircraft Avionics
67 Graphic Arts
64 Millwright
56 Electrical Trades
44 Truck Driver
37 Textiles
35 Ironworker
32 Surveying
22 Lab Technician
21 Plastics
18 Horticulture
16 Plumbing
15 Heating, Ventilating & Air Conditioning
13 Library Technician
11 Refrigeration
10 Warehousing
69 Other

11. **Personal and Health Services**: If you are interested in taking in taking Personal and Health Services programs, which of the following would you be most interested in?

251 Social Services Worker
221 Child Care Worker
130 Early Childhood Worker
114 Registered Nurse
83 Nanny Training
68 Special Needs Worker
62 Practical Nurse
49 Home Support
35 LTCA
79 Other _____

12. **University and Professional**: If you are interested in taking university or professional programs, which of the following would you be most interested in?

211	Physical Education
194	Law
182	Teaching
157	Business Administration
154	Music
153	Medicine
152	Psychologist
143	Arts
141	Forestry
129	Social Work
124	Computer Science
124	Science
114	Engineering
113	Theatre
101	Fine Arts
94	Creative Writing
84	Foreign Language
82	Dentist
75	Architecture
60	Nursing
53	Nutrition
48	Agriculture
40	Rehab Medecine
38	Home Economics
32	Post-Graduate
25	Religious Studies
13	Librarian
8	Planning
99	Other

14. **Personal Development**: If you are interested in taking personal development non-credit programs, which of the following general topics would you be most interested in?

319	Computers
211	First Aid
187	Arts/Crafts
182	Languages
150	Personal/Social Development
148	Writing
78	Practical Skills
65	Vocational Skills
34	Other

15. Do you think any of the following could cause a problem for you to take the course(s) you want? Please make one choice for each item below.

Significant	Minor	None	
675	665	296	Cost of courses
295	690	509	Poor scheduling of public transportation
373	716	433	Cost or lack of private transportation
341	695	458	Travel distance/conditions to class
154	620	695	Family responsibilities
502	642	372	Lack of knowledge of courses available
157	486	821	Lack of family support/encouragement
801	408	962	Lack of daycare
133	529	794	Problems with leaving the area
244	666	543	Class times not fitting your schedule
211	644	561	Lack of pre-assessment/counselling
173	518	737	No interest at present
181	585	695	Too busy
206	548	683	Poor study environment at home
493	471	476	Selkirk does not offer the course I want
293	490	604	Do not meet admission requirements
87	98	111	Other _____

16. What method of delivery of the course(s) you require would you find acceptable to your needs? Please make one choice for each question.

Very Acceptable	Acceptable	Not Acceptable	
269	622	435	Correspondence with all communications in writing
214	583	500	Modified correspondence, tutorial help by telephone
249	570	481	Modified correspondence, tutorial help: cassette tapes
446	577	278	Modified correspondence, tutorial help by meetings
404	567	362	VCR course in your own home
277	536	458	Live television course
770	430	141	Course in a normal classroom at the nearest college
393	572	325	Computer basic learning
289	506	503	Weekend courses
[ ]	[ ]	[ ]	Other _____

17. What resources do you have at home?

1551	[ ]	Video cassette recorder
1709	[ ]	Television
1505	[ ]	Telephone (private line) 706 (party line) 217
1288	[ ]	Cable television
1283	[ ]	Study area
123	[ ]	Fax
1678	[ ]	Cassette tape recorder
784	[ ]	Computer (IBM) 314 (Apple) 164 (Other) 311
127	[ ]	Modem

SELKIRK COLLEGE
COLLEGE STUDENT SURVEY

1. Which campus or learning centre are you presently attending?

318	Castlegar
1	Grand Forks
23	Kaslo
12	Kettle Valley
3	Nakusp
139	Nelson
13	Slocan Valley
104	Trail
26	CIC Music

2. What is your present age?

277	19 - 21 years
157	22 - 30 years
148	31 - 45 years
23	46 + years

3. Sex?

294	Male
334	Female

4. Which of the following influenced you to attend Selkirk College? Make only three choices and number them 1, 2 and 3.

71	Newspaper advertising
13	Radio advertising
9	TV advertising
66	Articles in the newspaper
9	Programs on the radio
6	Programs on television

147 Brochures and pamphlets in your school
156 Brochures and pamphlets sent to your home
158 Visits to the college
99 College counsellors visiting your school
10 Videos about Selkirk College
137 High School Counsellors
-- Other

5. At the present time would you consider yourself...?

46 Short-term (courses of eight weeks or less)
139 Part-time (not more than three courses)
442 Full-time (four or more courses)

6 a. Indicate the type of program in which you are enrolled.

140 Adult Basic Education
19 College preparatory
172 University transfer
143 Career programs (i.e., Business, Nursing)
49 Technology programs (i.e., Computing, Forestry)
6 General interest
99 Vocational

6 b. Would you take third- and fourth-year university degree courses if they were available locally?

336 **Yes** 229 **No**

7. How is your attendance at Selkirk College funded?

62 Unemployment Insurance Commission
26 Canada Employment
146 Student loans
126 Parents
214 Self
60 Other

8. Where did you last go to public school?

122	Nelson School District 7
88	Castlegar School District 9
7	Arrow Lakes School District 10
145	Trail School District 11
3	Grand Forks School District 12
5	Kettle Valley School District 13
19	Creston/Kaslo School District 86
11	East Kootenay
14	Okanagan
68	Other B.C.
69	Other Canadian provinces
86	Other

9. What was the highest level of education you reached before taking your present course at Selkirk College?

140	Some high school
354	Completed high school (grade 12)
21	Technical training beyond high school
45	Some college
36	Completed a college certificate or diploma
11	Some university
10	Completed university

10. How much did the following factors influence your decision to enroll at Selkirk College:

Strong		Average	None	
116	230	161		High educational standards
228	128	172		Could not afford to leave area
28	119	336		My friends enrolled
370	169	37		Had the courses I wanted
65	82	342		Could get student loans
15	68	391		Extra-curricular activities
23	67	388		My parents insisted
24	97	351		School counsellor
106	147	244		Smaller classes
53	10	97		Other

11 a. Would you use on-campus child-care services if they were available?

186 **Yes** 372 **No**

11 b. Are other community child-care services adequately serving your needs?

97 **Yes** 332 **No**

12. Would you use on-campus student accommodations if they were available?

250 **Yes** 351 **No**

13. Please rate the courses in your major field of study according to how well they are meeting your needs. Check one for each statement.

Very Well	Average	Poor	
389	217	6	Gaining factual knowledge
331	238	30	Developing specific skills
185	338	67	Expressing oneself
279	262	52	Relevance of subject matter to job requirements
234	334	33	Course evaluation procedures (tests/exams)

14. Current developments in educational delivery techniques permit a student to take a course by means other than the traditional classroom instruction. What methods of course delivery would you find acceptable to your needs? Please make one choicefor each item.

Very Acceptable	Not Acceptable	Acceptable	
269	622	435	Correspondence with all communications in writing
214	583	500	Modified correspondence, tutorial help by phone
249	570	481	Modified correspondence, tutorial help: cassette tapes
446	577	278	Modified correspondence, tutorial help by meetings
404	567	362	VCR course in your own home
277	536	458	Live television course
770	430	141	Course in a normal classroom at the nearest college
393	572	325	Computer-based learning
289	506	503	Weekend courses
14	24	38	Other

15. Would you be interested in taking some of your classes in the evening?
    259 **Yes** 365 **No**

16. Please rate each of the following college services according to how well they meet your needs.

Very Well	Average	Poor	Not Available	
Registrations:				
130	305	97	54	Telephone advice before registration
216	288	57	33	Written material mailed to you.
190	339	74	6	Registration procedures
Student Services:				
86	279	120	53	Financial aid services
159	263	101	18	Course information from counsellors
149	321	45	35	Learning assistance/Reading and study skills
Library:				
181	235	109	49	Quiet study space
202	266	57	34	Hours
174	269	79	33	Sufficient study space
146	287	84	38	Quality of study space
143	251	102	57	Adequacy of library collection
Food Services:				
97	334	70	71	Physical facilities
73	299	153	56	Food quality
50	205	267	58	Cost
68	363	99	51	Service
73	285	168	52	Hours of opening
Recreation				
153	203	49	132	Physical facilities
104	245	50	119	Intra- and extramural programs
69	251	79	116	Clinics, seminars and workshops
Book Store:				
90	325	67	83	Physical facilities
32	216	259	69	Cost
102	330	83	59	Service
68	279	161	70	Hours of opening

17. What other services would you like to see introduced?

18. Please rate each of the following goals in terms of their importance to you.

Very Important	Average	Not Important	
449	100	51	To get a diploma or certificate
278	158	151	To acquire academic credits for transfer to another institution
452	102	45	To be trained for a certain occupation or trade
386	95	102	To get a better job than the one I have
214	115	215	To improve the knowledge and skills I need for my present job
195	207	173	To test my vocational interest; to see if I would like a particular field
93	166	313	To study until a job becomes available
357	177	48	Personal interest

19. How are we (Selkirk College) treating you?

a.) As a student?

Very Well	Average	Poorly
306	289	28

b) As an individual?

290	310	24

20. With which of the following statements about Selkirk College do you agree? Check one for each statement.

Agree	Disagree	No Opinion	
258	188	158	Tuition fees are quite low.
401	86	109	Quality of teaching is high.
216	128	251	Quality of student counselling services is high.
381	47	171	Student counselling services are available.
505	35	66	Admission requirements are reasonable.
489	33	87	The mix of students (age, background) is a positive factor.
323	94	194	Selkirk College is concerned about the needs of the student.
486	88	36	Classes are a reasonable size.
391	116	102	Equipment and facilities are up-to-date.
497	70	45	I can continue to live in my own community while attending Selkirk College.
330	65	209	Selkirk College provides the opportunity to attend part-time in the evening.
442	40	124	Selkirk College provides an interesting learning environment.

SELKIRK COLLEGE
CONTINUING EDUCATION STUDENT SURVEY

1. Which campus or learning centre are you presently attending?

105	Castlegar
32	Grand Forks
6	Kaslo
15	Kettle Valley
24	Nakusp
30	Nelson
17	Slocan Valley
65	Trail
9	Other

2. What is your present age?

31	19 - 21 years
62	22 - 30 years
145	31 - 45 years
54	46 + years

3. Sex?

115	Male
180	Female

4. Which of the following influenced you to attend Selkirk College?

76	Newspaper advertising
9	Radio advertising
2	T.V. advertising
45	Articles in the newspaper
1	Programs on the radio

5	Programs on television
31	Brochures and pamphlets in your school
152	Brochures and pamphlets sent to your home
57	Visits to the college
4	College counsellors visiting your school
0	Videos about Selkirk College
12	High school counsellors
103	Other

5. At the present time would you consider yourself...?

223	Short-term (courses of eight weeks or less)
38	Part-time (not more than three courses)
32	Full-time (four or more courses)

6 a. Indicate the type of program in which you are enrolled.

46	Adult Basic Education
2	College preparatory
11	University transfer
30	Career programs (i.e., Business, Nursing)
45	Technology programs (i.e., Computing, Forestry)
141	General interest
23	Vocational

6 b. Would you take third- and fourth-year university degree courses if they were available locally?

121 **Yes** 143 **No**

7. How is your attendance at Selkirk College funded?

231	Self
4	Unemployment Insurance Commission
2	Canada Employment
4	Student loans
10	Parents
44	Other

8. Where did you last go to public school?

23	Nelson School District 7
32	Castlegar School District 9
7	Arrow Lakes School District 10
41	Trail School District 11
19	Grand Forks School District 12
8	Kettle Valley School District 13
3	Creston/Kaslo School District 86
3	East Kootenay
10	Okanagan
39	Other B.C.
50	Other Canadian provinces
65	Other

9. What was the highest level of education you reached before taking your present course at Selkirk College?

3	Elementary school
40	Some high school
83	Completed high school (grade 12)
38	Technical training beyond high school
23	Some college
45	Completed a college certificate or diploma
22	Some university
47	Completed university

10. How much did the following factors influence your decision to enroll at Selkirk College:

Strong	Average	None	
116	230	161	High educational standards
228	128	172	Could not afford to leave area
28	119	336	My friends enrolled
370	169	37	Had the courses I wanted
65	82	342	Could get student loans
15	68	391	Extra-curricular activities

Strong	Average	None	
23	67	388	My parents insisted
24	97	351	School counsellor
106	147	244	Smaller classes
140	63	38	General interest
68	36	87	Needed upgrading
12	38	122	To meet people
12	2	57	Other

11 a. Would you use on-campus child-care services if they were available?

72 **Yes** 199 **No**

11 b. Are other community child-care services adequately serving your needs?

59 **Yes** 113 **No**

12. Would you use on-campus student accommodations if they were available?

45 **Yes** 198 **No**

13. Please rate the courses in your major field of study according to how well they are meeting your needs. Check one for each statement.

Very Well	Average	Poor	
157	70	2	Gaining factual knowledg.
152	72	2	Developing specific skills
73	105	14	Expressing oneself
103	75	13	Relevance of subject matter to job requirements
71	88	11	Course evaluation procedures (tests/exams)

14. Current developments in educational delivery techniques permit a student to take a course by means other than the traditional classroom instruction. What methods of course delivery would you find acceptable to your needs? Please make one choice for each item.

Very Acceptable	Not Acceptable	Acceptable	
31	93	87	Correspondence with all communications in writing
61	99	56	Modified correspondence, tutorial help by phone
44	91	75	Modified correspondence, tutorial help: cassette tapes
71	102	35	Modified correspondence, tutorial help by meetings
66	95	52	VCR course in your own home
49	84	73	Live television course
150	62	16	Course in a normal classroom at the nearest college
58	94	51	Computer-based learning
2	8	7	Other

15. Would you be interested in taking some of your classes in the evening?

Yes	No	
247	21	Evenings
107	103	Weekends
84	109	Summer school

16. Please rate each of the following college services according to how well they meet your needs.

Very Well	Average	Poor	Not Available	
Registrations:				
94	94	23	12	Telephone advice before registration
89	90	16	16	Written material mailed to you
119	105	18	0	Registration procedures
Student Services:				
25	55	120	53	Financial aid services
33	68	101	18	Course information from counsellors
23	62	19	24	Learning assistance/reading and Study
Library:				
34	41	7	40	Quiet study space
25	44	13	36	Hours
25	43	10	34	Sufficient study space
25	42	11	36	Quality of study space
20	49	10	37	Adequacy of library collection
Food Services:				
14	44	12	45	Physical facilities
12	39	15	45	Food quality
10	46	14	43	Cost
13	44	12	43	Service
14	34	28	48	Hours of opening
Recreation:				
29	37	3	45	Physical facilities
15	38	5	44	Intra- and extramural programs
18	48	8	39	Clinics, seminars and workshops
Book Store:				
12	47	4	50	Physical facilities
6	42	18	48	Cost
11	46	8	47	Service
4	45	17	50	Hours of opening

17. What other services would you like to see introduced?

18. Please rate each of the following goals in terms of their importance to you.

Very Important	Average	Not Important	
109	52	58	To get a diploma or certificate
43	52	112	To acquire academic credits for transfer to another institution
131	52	48	To be trained for a certain occupation or trade
111	36	67	To get a better job than the one I have.
82	46	83	To qualify for a promotion
127	45	58	To improve the knowledge and skills I need for my present job
65	65	87	To test my vocational interest; to see if I would like a particular field
34	54	116	To study until a job becomes available
174	63	12	Personal interest

19. How are we (Selkirk College) treating you?
a.) As a student?

Very Well	Average	Poorly
166	91	4

b) As an individual?

165	100	2

20. With which of the following statements about Selkirk College do you agree? Check one for each statement.

Agree	Disagree	No Opinion	
147	31	73	Tuition fees are fair.
1591	15	67	Quality of teaching is high.
47	14	156	Quality of student counselling services is high.
67	8	142	Student counselling services are available.
143	8	77	Admission requirements are reasonable.
149	9	78	The mix of students (age, background) is a positive factor.
108	15	103	Selkirk College is concerned about the needs of the student.
178	15	48	Classes are a reasonable size.
132	27	79	Equipment and facilities are up-to-date.
209	9	26	I can continue to live in my own community while attending Selkirk College.
210	4	33	Selkirk College provides the opportunity to attend part time in the evening.
178	7	58	Selkirk College provides an interesting learning environment.

SELKIRK COLLEGE
GENERAL PUBLIC SURVEY

1. What is your age?

7	Under 21 years
95	22 to 40 years
50	41 to 60 years
4	Over 61 years

2. What is the highest level of formal education you received?

6	Elementary
45	Secondary
47	College
58	University

3. Which campus or learning centre are you presently attending?

105	Castlegar
32	Grand Forks
6	Kaslo
15	Kettle Valley
24	Nakusp
30	Nelson
65	Trail

4. Do you think any of the following could cause a problem for you to take the course(s) you want? Please make one choice for each item below.

Significant	Minor	None	
47	62	9	Cost of courses
24	25	96	Poor scheduling of public transportation
26	32	90	Cost or lack of private transportation
43	44	60	Travel distance/conditions to class

Significant	Minor	None	
42	58	53	Family responsibilities
17	50	77	Lack of knowledge of courses available
9	21	117	Lack of family support/encouragement
17	18	113	Lack of daycare
46	30	63	Problems with leaving the area
59	56	33	Class times not fitting your schedule
15	35	96	Lack of pre-assessment/counselling
10	23	108	No interest at present
39	49	59	Too busy
6	34	103	Poor study environment at home
80	33	35	Selkirk does not offer the course I want
6	17	118	Do not meet admission requirements
8	0	14	Other:

5 a. What are your future educational needs? Pick one or more of the following general topics, or write in your requirements at the bottom.

16	Service/Hospitality
29	Technology/Trades training
30	Personnel & Health Services
63	University/Professional programs
42	Business Office Operations/Management
62	Personal Development
34	Other:

b. Would you want?

70	Improvements in present job skills
14	one-year certificate
23	two-year college diploma
36	four- and five-year university degree
40	Graduate degree

6. What method of delivery of the course(s) you require would you find accept able to your needs? Please make one choice for each item.

Most		Least	
23	47	75	Correspondence with all communications in writing
56	64	29	Modified correspondence, tutorial help by phone
22	59	65	Modified correspondence, tutorial help: cassette tapes
54	57	35	Modified correspondence, tutorial help by meetings
40	58	50	VCR course in your own home
24	59	60	Live television course
100	25	23	Course in a normal classroom at the nearest college
27	47	68	Computer-based learning
58	46	43	Weekend courses
59	48	37	Continuing Education night school
28	38	73	Continuing Education day school

7. If you are interested in taking Upgrading/High School completion programs, which of the following would you want to take?

2	English as a second language
5	Adult Basic Education
2	Adult Special Education
6	Grade 12 diploma
7	Grade 12 equivalency
7	Other:

8. If you are interested in taking Technology/Trades training, which of the following would you be interested in?

7	Auto/Heavy Duty Mechanic	14	Library Technician
2	Aircraft Mechanic	0	Machinist
3	Aircraft Avionics	3	Millwright
6	Aircraft Pilot	10	Paint/Decorate
1	Autobody Trades	3	Professional Truck Driver
3	Concrete/Masonary Trades	8	Professional Musician
11	Carpentry Trades	3	Parts/Warehousing
24	Computer Technology	1	Plastics/Fibreglass
14	Drafting/CAD	4	Plumbing
3	Electrical Trades	17	Printing/Graphic Arts
4	Electronics	4	Refrigeration Trades
8	Forestry Technology	8	Surveying
5	Heating, Ventilating & Air Conditioning	5	Studio Recording
		6	Textiles
3	Hairdressing/Cosmetics	5	Welding
14	Horticulture/Agriculture	14	Wildlife Recreation
1	Iron Worker/Fabrication	16	Other
3	Industrial Lab Technician		
2	Instrumentation		

9. **Service and Hospitality**: If you are interested in taking Service and Hospitality programs, which would you be most interested in?

6	Bartending
17	Management Tourism (motel/resort)
18	Travel Consultant
8	Management Motel/Restaurant
5	Cook Training
7	Baking
4	Waiter/Waitress
16	Nutritional Science
14	Meat Cutting
3	Other

10. **Personal and Health Services**: If you are interested in taking in taking Personal and Health Services programs, which of the following would you be most interested in?

13	Social Services Worker
3	Child Care Worker
12	Early Childhood Worker
11	Registered Nurse
9	Nanny Training
5	Handicap Worker
6	Licensed Practical Nurse
10	Home Support
5	Long Term Care Aid

11 a. **University and Professional**: If you are interested in taking university or professional programs, which of the following would you be most interested in?

6	Physical Education
14	Law
38	Teaching
26	Business Administration
8	Music
23	Counsellor/Psychologist
16	Arts: general
6	Medicine
12	Forestry
10	Social Work
11	Computer Science
3	Science: general
5	Engineering
10	Theatre
16	Fine Arts
26	Creative Writing
22	Foreign Language
2	Dentist

7	Architecture
10	Nursing
17	Nutrition
10	Agriculture
11	Rehab Medicine
3	Home Economics
20	Post-Graduate
7	Religious Studies
21	Librarian
4	Planning
19	Other

11 b. Selkirk College presently offers a two-year University Transfer Program. Would you stay in this area for your third- and fourth-years of university if it were available locally?

94 **Yes** 7 **No**

12 If you are interested in taking Business Operations and Management program, which of the following would you be interested in?

15	Accounting Management	4	Management Science
29	Business Administration	5	Management for Engineers
13	Community/Regional Planning	18	Marketing Management
15	Computer Systems Management	8	Public Administration
7	Construction Management	12	Real Estate
11	Financial Management	6	Salesmanship
7	Fund-Raising Management	17	Secretarial/Clerical
10	Industrial Relations/Personnel	33	Small-Business management
7	Insurance/Appraisers	9	Transportation Management
13	International Business	6	Other

13. **Personal Development**: If you are interested in taking Personal Development non-credit programs, which of the following general topics would you be most interested in.

64	Computers
37	Health/First Aid
46	Arts and Related Crafts
47	Languages
43	Personal/Social Development
39	Writing
29	Practical Skills
14	Vocational Skills
6	Other

14. What resources do you have at home?

101	Video cassette recorder
134	Television
140	Telephone (private line) 706 (party line) 217
75	Cable television
123	Study area
6	Fax
145	Cassette tape recorder
50	Computer
11	Modem
63	Knowledge Network access

15. Have you ever taken a course at Selkirk College through the Continuing Education Department?

80 **Yes** 65 **No**

If **Yes** what was the course name?

16 a. Would you prefer to attend Selkirk College on a...

23 Full-time basis 125 Part-time basis

16 b. If you prefer to attend on a part-time basis, which of the following times would be most suitable?

30 Mornings 16 Afternoons
73 Evenings 8 Weekends
6 Other

SELKIRK COLLEGE
FORESTRY SURVEY

1. Employer

26	B.C. Government
23	Industry
9	Consulting
3	Other

2. Age?

3	20 to 25 years
12	26 to 30 years
15	31 to 35 years
15	36 to 40 years
4	41 to 45 years
5	46 to 50 years
2	51 to 55 years

3. Number of years experience?

10	0 to 5 years
14	6 to 10 years
15	11 to 15 years
11	16 to 20 years
8	21 to 25 years
3	26 + years

4. What is your preference as to length of course?

25	one day
38	two or three days
5	Other

5. What type of course do you prefer?
   - 43 Workshop
   - 27 Seminar
   - 9 Educational television
   - 4 Correspondence

6. Do you receive the Knowledge Network in your area?
   - 50 Yes
   - 9 No

7. What month(s) would be most convenient for presentation?
   - 47 January
   - 47 February
   - 37 March
   - 25 April
   - 9 May
   - 4 June
   - 2 July
   - 3 August
   - 9 September
   - 14 October
   - 36 November
   - 38 December

8. What is a reasonable course fee?
   - 25 $50
   - 44 $100
   - 9 $150
   - 2 $200 +

9. Would you find video taping of one or more seminars useful to you?
   - 44 Yes
   - 13 No

10. Please check off ten (10) of the following subject areas of your choice ranking each from 10 to 1 in decreasing order of preference; i.e., your first choice would be 10. Indicate also the level of instruction desired, i.e., introductory, intermediate or advanced.

Rank	Introductory	Intermediate	Advanced	
225	3	20	20	Resource Integration
211	2	13	17	Regeneration Silviculture
196	4	14	18	High-Yield Silviculture
196	7	18	12	Watershed Management
180	11	20	25	Microcomputer in Forestry
145	4	21	9	Forest/Wildlife Interface
143	4	13	15	Forest Policy and Legislation
141	0	18	11	Forest Insects and Disease
138	2	17	8	Forest Economics
134	4	5	14	Administrative Management
131	11	13	5	Computer Technology
127	3	8	9	Professional Ethics
122	4	3	9	Supervisory Skills
121	4	14	8	Resource Allocation
112	2	14	7	Forest Ecology
108	1	16	5	Forest Soils
106	5	10	5	Ecosystems Ident. & Mapping
100	0	11	10	Forest Harvesting
90	2	7	8	Stumpage Appraisals
84	5	6	5	Forest Standards
74	2	3	5	Personnel Management
66	0	8	4	Forest Statistics
64	5	7	3	Range Management
55	0	5	6	Fire Management
48	1	5	2	Forest Engineering
42	1	5	5	Forest Recreation
20	0	0	2	Growth and Yield
10	1	1	1	Public Speaking
10	0	1	0	Business Management

SELKIRK COLLEGE
NURSING/MEDICAL SURVEY

1. What is your age?

1	Under 21 years
98	22 to 40 years
62	41 to 60 years

2. What is the highest level of formal education you received?

24	Certificate
124	Diploma
9	Degree

3. What is your nearest Selkirk College Centre?

44	Castlegar
3	Crescent Valley
13	Grand Forks
2	Kaslo
1	Kettle Valley
7	Nakusp
48	Nelson
43	Trail

4. What are your future educational needs? Pick one or more of the following general topics, or write in your requirements at the bottom.

97	Health Services
7	Technology/Trades training
4	Service/Hospitality
50	University/Professional programs
18	Business Office operations/Management
35	Personal development
14	Other

5. Would you want?

70	Improvements in present job skills
1	Certificate
18	Diploma
57	Degree

6. Selkirk College presently offers a Nursing diploma program. Would you stay in this area for a post-basic degree in nursing if it were available locally?

115 Yes 35 No

7. If you are interested in taking personal and health services programs which of the following would you be most interested in?

Full-Time	Part-Time	
3	2	Long Term Care Aid
1	2	Home Support Services
0	1	Handicap Worker
3	7	Early Childhood Education
11	8	Registered Nursing Diploma
12	56	Baccalaureate Degree in Nursing
4	3	Child Care Worker
1	0	Nanny Training
2	5	Social Services Worker
3	6	Health Care Technician
2	5	Practical Nursing
13	61	Post-R.N. Clinical Specialty Courses
2	8	C.E. credit and non-credit courses
1	10	R.N. refresher courses
6	9	P.N. upgrading

8. If you are interested in a career change, which of the following would you be most interested in?

17	Technology/Trades
18	Service/Hospitality
45	University/Professional
21	Business/Professional
21	Personal Development

9. What do you think of as the present reasons for NOT being able to take the course(s) you want? Please make one choice for each item below.

Significant	Minor	None	
66	46	25	Cost of courses
16	22	81	Poor scheduling of public transportation
18	25	80	Cost or lack of private transportation
66	26	41	Travel distance/conditions to class
80	29	26	Family responsibilities
20	50	49	Lack of knowledge of courses available
10	31	79	Lack of family support/encouragement
17	18	86	Lack of daycare
80	16	31	Problems with leaving the area
69	32	24	Class times not fitting your schedule
19	35	61	Lack of pre-assessment/counselling
32	27	65	No interest at present
56	45	27	Too busy
19	37	64	Poor study environment at home
79	14	27	Selkirk does not offer the course I want
7	3	8	Other:

10. What method of delivery of the course(s) you require, would you find acceptable to your needs? Please make one choice for each item.

Very Acceptable	Acceptable	Not Acceptable	
19	54	64	Correspondence with all communications in writing
43	70	30	Modified correspondence, tutorial help by phone
31	67	42	Modified correspondence, tutorial help: cassette tapes
42	56	31	Modified correspondence, tutorial help by meetings
47	48	42	VCR course in your own home
28	43	60	Live television course

Very Acceptable	Acceptable	Not Acceptable	
79	41	19	Course in a normal classroom at the nearest college
20	43	68	Computer-based learning
30	39	62	Weekend courses
36	53	37	Continuing Education night school
29	51	41	Continuing Education day school

11. What resources do you have at home?

135	Video cassette recorder
150	Television
155	Telephone (private line) 109 (party line) 13
105	Cable television
106	Study area
2	Fax
36	Computer
5	Modem

SELKIRK COLLEGE
SPECIAL NEEDS SURVEY

1. What is your age?

2	Under 21 years
30	22 to 40 years
20	41 to 60 years

2. What is the highest level of formal education you received?

19	Certificate
20	Diploma
7	Degree

3. What is your nearest Selkirk College Centre?

6	Castlegar
1	Crescent Valley
22	Grand Forks
0	Kaslo
0	Kettle Valley
0	Nakusp
10	Nelson
14	Trail

4. What are your future educational needs? Pick one or more of the following general topics, or write in your requirements at the bottom.

34	Health Services
4	Technology/Trades training
5	Service/Hospitality
16	University/Professional programs
7	Business Office operations/Management
14	Personal development
6	Other

5. Would you want...?

15	Improvements in present job skills
7	Certificate
12	Diploma
16	Degree

6. Selkirk College presently offers a Nursing diploma program. Would you stay in this area for a post-basic degree in Nursing if it were available locally?

43 **Yes** 5 **No**

7. If you are interested in taking personal and health services programs which of the following would you be most interested in?

Full-Time	Part-Time	
5	2	Long-term Care Aid
7	3	Home Support Services
11	12	Handicap Worker
5	9	Early Childhood Education
6	7	Child-Care Worker
8	5	Social Services Worker
4	0	Health Care Technician
10	10	Degree in Rehabilitation or Special Education
8	9	Human Services Diploma
1	1	C.E. credit and non-credit courses
2	1	Other
6	9	P.N. upgrading

8. If you are interested in a career change, which of the following would you be most interested in?

17	Technology/Trades
18	Service/Hospitality
45	University/Professional
21	Business Operations/Management
21	Personal Development

9. What do you think of as the present reasons for NOT being able to take the course(s) you want? Please make one choice for each item below?

Significant	Minor	None	
23	17	8	Cost of courses
12	8	18	Poor scheduling of public transportation
17	8	15	Cost or lack of private transportation
25	10	10	Travel distance/conditions to class
15	15	14	Family responsibilities
8	20	14	Lack of knowledge of courses available
3	5	31	Lack of family support/encouragement
2	6	29	Lack of Daycare
20	11	10	Problems with leaving the area
22	10	13	Class times not fitting your schedule
9	12	19	Lack of pre-assessment/counselling
1	9	27	No interest at present
7	14	18	Too busy
3	3	32	Poor study environment at home
19	8	14	Selkirk does not offer the course I want
2	0	4	Other

10. What method of delivery of the course(s) you require would you find acceptable to your needs? Please make one choice for each item.

Very Acceptable	Acceptable	Not Acceptable	
11	16	21	Correspondence with all communications in writing
17	22	11	Modified correspondence, tutorial help by phone
13	22	14	Modified correspondence, tutorial help: cassette tapes
16	19	11	Modified correspondence, tutorial help by meetings
17	16	14	VCR course in your own home
11	12	20	Live television course
28	13	7	Course in a normal classroom at the nearest college

Very Acceptable	Acceptable	Not Acceptable	
6	17	19	Computer-based learning
14	16	16	Weekend courses
21	16	9	Continuing Education Night School
15	13	16	Continuing Education Day School

11. What resources do you have at home?

135	Video cassette recorder
150	Television
155	Telephone (private line) 109 (party line) 13
105	Cable television
106	Study area
2	Fax
36	Computer
5	Modem

12. Please make any additional comments below.

SELKIRK COLLEGE
UNDER-REPRESENTED
GROUP SURVEY

1. Are you happy with your present level of education?

   7 **Yes** 10 **No**

2. If not, would you like to take further training?

   10 **Yes** 7 **No**

3. If yes what training programs would you like?

   5 Transitional training
   4 Life skills
   2 Communications skills
   1 Health/first aid
   1 Social service worker
   1 Auto mechanics
   1 Home study/correspondence
   1 Forestry technology
   1 Computer technology
   1 University transfer
   2 Other: 1 Bicycle repair 1 Computer
   0 Hairdressing/cosmetics
   0 Licensed Practical Nurse
   0 Early Childhood Worker
   0 Carpentry
   0 Tourism
   0 Secretarial/clerical
   0 Cook training

4. What has stopped from taking courses before?

3	Travel distance to class
3	Cost or lack of private transportation
2	Cost of the course
2	My disability
1	No time
1	Poor Study environment at home
1	Family responsibilities
1	Lack of knowledge of courses available
1	No interest
1	Other: Financial needs of family
0	Parental opposition
0	Lack of family support
0	Lack of day care
0	Class times not fitting my schedule
0	Can't meet admission requirements

5. What help would you need to get into these courses?

6	Transportation
5	Financial assistance
3	Course availability
2	Childcare
2	Individual learning assistance
2	Individual professional help at school
2	Pre-assessment and counselling
2	Ability to meet admission requirements
1	More information about course availability
1	Personal care or other physical assistance
0	Family support
0	Better study environment at home
0	Other

6. Would you prefer to take courses on a...?

    5 Full-time basis
    4 Part-time basis
    2 Other:
        1 Health uncertainties
        1 Depends on bus service

7. If you prefer to attend on a part time basis, which of the following times would be most suitable?

    3 Other
        1 Any time
        2 Alternate days
    2 Mornings
    0 Afternoons
    0 Evenings
    0 Weekends

8. Are you aware of the educational opportunities available to you in the Slocan Valley?

    8 **Yes** 2 **No**

9. Would like more information about the educational opportunities available to you?

    6 **Yes** 5 **No**

RECOMMENDATIONS -EAST KOOTENAY STUDY

The following recommendations from the "Regional Survey Study, Course And Programs Needs Assessment" completed by East Kootenay Community `College outline the general theme and direction recommended as a result of conclusions reached in the analysis of the results of the survey study. The recommendations should be considered as broad goals, not detailed plans for specific changes.

1. That the college investigate the feasibility of providing increased access to first- and second-year university transfer courses which have been identified as having high priority by the majority of survey participants.

2. That the college investigate the feasibility of providing increased access to business-related programs and courses which have been identified as having high priority by the majority of survey participants.

3 That the college investigate the feasibility of providing increased access to computer-related programs/courses which have been identified as having a high priority by the majority of survey participants.

4. That the college investigate the feasibility of providing increased access to community education short-term courses such as Conversational French, Introduction to Computers and Computer Programming, which have been identified as having a high priority by the majority of survey participants.

5. That the college liaise with the business and industrial firms identified in the survey to deliver training courses designed to meet the immediate need for the upgrading of employees to meet technological changes taking place in the workplace.

6. That the college maintain an active liaison with local business and industry as a means of being able to to respond to the training, upgrading and professional development needs of employees.

7. That the college give careful consideration to suggestions made by individual survey participants regarding the kinds of courses and programs that the college should consider expanding and/or adding as part of the total college curriculum.

8. That the college give careful consideration to suggestions made by individual survey participants regarding the kinds of courses and programs deemed important as skill preparation for people entering the labour force.

9. That the college give careful consideration to suggestions made by resident survey participants when program planning is undertaken.

10. That the college make every effort to communicate to secondary school students the continuing education and occupational training programs available at E.K.C.C. as a means of promoting the college as a future choice for graduating students.

11. That the college investigate the feasibility of allowing students to access more of the full-time college programs on a part-time study basis.

12. That the college investigate the establishment of a greater range of program and course offerings, including university transfer, career/technical and vocational skilled and semi-skilled.

The following recommendations are from the study entitled **Occupational And Skill Requirements In The Kootenay Development Region:**

Kootenay Development Region
Education/Workforce Task Force
Honourable Howard Dirks, Minister of State
September 1989

1. **Tourism Requirements**
   That an in-depth review of tourism requirements be taken by the Region's two colleges with a view to establishing standards and consequently providing appropriate training to meet those standards, especially in the restaurant and hotel areas.

2. **Cooperative Education And Work Experience**
   That cooperative education and work experience programs be started in the electronics industry, in computer-related occupations, as well as in other specialized fields to ensure that current applications are learned and put to use immediately.

3. **Post-Secondary Curriculum**
   That post-secondary curriculum include an emphasis on learning basic communication skills (interpersonal and written), that it correspond to industries' requirements, and that training equipment be updated.

4. **Employer Consultation**
   That there be more effective consultation with employers, especially with smaller employers, to establish training and maintenance programs.

5. **Apprenticeship Programs**
   That the colleges review their skilled trades apprenticeship programs, taking into account recurring recessionary periods by making provision for continuous skills upgrading during unemployment.

6. **Selkirk And East Kootenay Community Colleges**
   That there be greater cooperation between the Region's two colleges to determine areas of specialization and to resolve the trades' training issues by adequately covering required programs.

7. **Career Counselling**
   That career counsellors be made aware of this survey's findings with respect to changing labour market trends, recruitment and hiring methods, and the need for higher basic skill requirements and an earlier exploration of career choices.

8 **Training And Employment Programs**
   The Education/Workforce Task Force strongly recommends that extensive publicity be given as soon as possible to the availability and content of present or upcoming federal and provincial government training and employment programs, along with any community initiatives in place to coordinate between them and potential clients.

9. **Other Industries**
   That the Education/Workforce Task Force seek additional information from those industries not covered adequately by this study.

10. **Disabled And Other Disadvantaged Persons**
    That the employment/training opportunities for the Region's disabled and other disadvantaged persons be researched towards the establishment of a comprehensive employment/training program.

11. **Skill Shortages And Recruitment**
    That immediate attention be given to the following present and expected skill shortages identified by this study.
    - Skilled trades cited as being in greater demand are auto mechanic, heavy duty mechanic, millwright and welder/steel fabricator.
    - Professional and technical skills cited in greatest demand are a variety of computer-related skills, teaching and electronics technician.
    - Clerical skills increasing in importance are computer-related.
    - Replacement of cooks and other restaurant employees is an ongoing process; perhaps there is a need to review the wage structure of these positions.

- Over the next five years, there will be increased recruitment in health-related occupations (nurses, nurses' aids, dieticians and pharmacists).
- There is ongoing difficulty in recruiting managers, teachers, nurses, restaurant workers and skilled trades (especially auto-related), as well as bakers.
- Other sources indicated there will be difficulty in recruiting human service assistants, travel consultants and credit union staff.

KEY RECOMMENDATION: CONSULTATION

That the Education/Workforce Task Force, together with the Ministries of Regional and Economic Development and Advanced Education and Job Training, consult more intensively with the Region's employers, employees and students, and the groups representing them, to discuss current skills as well as training needs and opportunities.

ERIC Clearinghouse for
Junior Colleges